



# THEORETICAL COGNITION OF VOCATIONAL INTEREST AND VOCATIONAL GUIDANCE

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## ABSTRACT

Vocational Interest means to take interest in any work or vocation, - to pay careful attention, to get attracted, to like it, and to be satisfied with it. Vocational Interest is a mental attitude. It shows likes and dislikes towards certain vocations. From the educational, psychological and vocational view point, it is very essential to know the area of one's Vocational Interest. According to Gottfredson, a potentially fruitful area of research regarding vocational interests, which remains largely unexplored, is the development of interests across the lifespan. At the same time, it is well established that guidance positively impacts on vocational interest and therefore, there is an urgent need of organizing guidance services at different levels of education. In present days, the 'World of Work' is growing more and more complex day by day and so it is not possible either for parent or for the pupils to be fully acquainted with it without some systematic help from an outside agency if pupil is to plan his future cautiously and intelligently. Therefore, parallel cognition is a must towards Vocational Interest and Vocational Guidance as both are relate to each other.

**KEYWORDS:** Interest, Vocational Interest, Guidance, Vocational Guidance.

## 1. INTRODUCTION

Every child has his own unique mental ability or interest. Someone is art-loving, someone is literature lover and someone has interest in science. This special ability of child indicates towards their interest. Everyone's interests are of different types. We know anyone has ability to learn one particular type work and in another person has ability to work another type of work. These special abilities of individuals are highly fuelled by some inner forces to optimum outcome. Interest can be categorized as a force which motivates anyone to engage in specific work according to his or her ability, if guided or decided properly.

## 2. WHAT IS INTEREST

Interest is direction of present time which has relation with future. This is a group of characteristics- attributes of this direction which considered as sign or symbol towards possibilities. "Interest is present quality – which future outcome is considered as future statement."<sup>1</sup>

There is contribution of environmental and heredity qualities in the development of interest. Interest has some indirect power. The word interest refers to our likes and dislikes or attractions and aversions. It is a phenomenon of acceptance and rejection involved in the issue of likes and dislikes. It is a present ability on the basis of it can be presumed that an individual would fully success in a particular area in future. Interest is a universal concept.

According to Holland (1985)<sup>2</sup>, the process by which interests develop starts with a preference for some activities over others, which then develops into strong interests, which then turns into certain competencies, which finally creates a personal disposition leading the individual to think and act in special ways.

Interest sustains effort and determines persistence in the pursuit of goals. Interest entails an enthusiasm and a consciousness that persists during the interval between the first encounter of a new percept and final attainment of the object (Herbermann, Pace, Pallen, Shahan, & Wynne, 1913)<sup>3</sup>. Thus, interest contributes to the engagement in a task or commitment to a goal until the objective is achieved (Sansone & Smith, 2000)<sup>4</sup>.

According to Strong, "interests are the activities for which we have liking or disliking and which we go toward or away from, on concerning which we at least continue or discontinue the status quo; furthermore, they may or may not be preferred to other interest and they may continue over varying intervals of time."

According to Crow & Crow, "Interest may refer to the motivating force that impels us to attend to a person, a thing or an activity or it may be the effective experience that has been stimulated by the activity itself. In other words, interest can be the cause of an activity and the result of participation of that activity".

Interests supply something that is not disclosed by ability and achievement. If we recollect the distinction made between placement and guidance, it is clear that interest testing is concerned mainly with guidance.<sup>5</sup>

### 2.1. Interest Testing :

The main objective of Interest testing is :

- i) To provide teachers and counselors with information about the students' preferences and aversions which will help them acquire better understanding of students and their problem.

- ii) To help the testees to identify and clarify their interests in terms of the demands of varied courses and careers and choose work and experiences consistent with their interests;
- iii) To enable teachers, counselors and parents to know the kinds and intensity of the testees' interests and assist him to prepare his educational and vocational plans consistent with his interests;
- iv) To help channelize the energies of the youth in different directions; and
- v) To help in the selection of the right person for the right work and thus save individuals from frustration, unhappiness and disappointment.

## 3. WHAT IS VOCATION

The term vocation, as advocated by Deighton (1971)<sup>6</sup>, is reserved for the occupation chosen and engaged in for a substantial period of time because it is appropriate to the individual's ability, interests, value derives, personality and achievement motivation. Vocation according to Super (1983)<sup>7</sup> is an activity pursued for its own shape with an objective other than monetary gain, although it may incidentally result in gain. Vocation has been regarded as an integral aspect of human life. Life is considered incomplete without any vocation. The foundation for vocation should be laid when one is receiving education.

There are various types of vocations available in the world, at the same time different kinds of individuals with different capabilities are also available. Every individual tries to select his vocation as per his or her choice depending upon social conditions, availability for earning his bread. The social norm in the country like India restrict men to work in the field to earn the bread for feeding the mouth of entire family, while the women bear responsibility of home and rear the children within the norms laid down in the society. This can be one type 'works'.

### 3.1. Vocational Interest

#### 3.1.1. Concept of Vocational Interest :

Simply, Vocational Interest means to take Vocational Interest in any work or person, to pay careful attention, to get attracted, to like it, and to be satisfied with it is called a Vocational Interest. Vocational Interest is a mental attitude. It shows likes and dislikes. Vocational choices development leads to choice, which processes starts from primary school. Vocational choice takes a reasonable amount of time. Vocational choice preparation focuses specifically in issues relating to the world of work. Experience gained in a variety of work place situations will help to prepare for transition to a work environment, or to postsecondary education or training.

#### 3.1.2. Definitions of Vocational Interest :

In the words of Strong, "We are aware of certain thing, ready to give our reaction regarding it, we prefer it, we go away from it, we do not prefer it, and it is called Vocational Interest."

Bingham says about attitude, "Vocational Interest is such type of attitude that moves an individual in action as soon as he gets an opportunity, and he continues it as he is satisfied."

In the words of Guilford, "The activity done by getting attracted toward any object or an individual, by preparing it and deriving satisfaction out of it through

concentrating on it is called Vocational Interest.”

According to Berdie, “Vocational interests, both as measured by tests and as indicated by occupational choices, are expressions of liking and disliking and as directed towards activities, objects and characteristics of the environment”.

Vocational Interest emerges due to physical causes. Environment and heredity influence it. Along with birth, Vocational Interest is trained through the influence of various occasions, facilities and environment. They all influence Vocational Interest.

### 3.1.3. Areas of Vocational Interest :

Vocational Interest has been classified variously by many researchers normally in the areas, viz. Scientific, Social, Literary, Material & abstract, Artistic, Musical, Agricultural, etc.

### 3.2. Methods of Measuring Vocational Interest

- i) **Vocational Interest presented through speech:** In this method person shows his likes or dislikes regarding object, activity, work or vocation through speech.
- ii) **Vocational Interest resented through behavior:** Teachers and parents observe students when they are involved in various activities related to various subjects.
- iii) **Vocational Interest gained through achievement tests:** In this method through objective tests Vocational Interest is measured.
- iv) **Vocational Interest measured through Vocational Interest research:** In this method, the person is not asked only whether he likes this activity. He is asked how much he does like that activity.

### 3.3. Importance of Vocational Interest Measurement

Career is related to Vocational Interest which is an integral part of life. Career is reflection of self-identification. It is an outcome of the best efforts and the best result.

Individual's life is influenced by his profession. Selection of vocation is very much important in life (Ginsberg 1972). According to Ginsberg selection of vocation is a time consuming process. It lasts for quite long time. Person tries to set his goal, prepares for its achievement among harsh realities of work. He tries to make the best possible arrangement in life.

In India mainly parents decide the career of their children. Their wishes play important role in the career of their children. Their children should build career in arts, science, commerce, engineering, medical science, architecture, technical etc. branch is the decision of parents. Students generally accept the decision taken by their parents. Indian students hardly require counseling in career decision, or selection of vocation. They should select the vocation and career according to their ability and choice. Students should know themselves first, before selecting career at the same time they should have complete information regarding the vocation of their choice.

It is essential to keep in mind the ability, intelligence, Vocational Interest, higher proficiency, needs, and attitude in the selection of vocation. There is very possibility that pupils with different levels of intelligence perceive vocations differently and they make different choices. Similarly, students with higher ability and achievement would express higher level of vocational aspiration that proceed to prepare themselves more successful career than those less bright, if other conditions like motivation, consciousness, responsibility, etc., are equal. If the students are provided all such information they would select vocation according to their ability and Vocational Interest.

## 4. GUIDANCE AND COUNSELLING

Guidance is a personalized assistance given or made readily available by an experienced and professionally qualified person. It is an organized professional activity dates back to 1905 and the credit mainly goes to Frank Parsons of Boston, U.S.A. Parson after the end of his career, actively engaged himself in social work in a Boston settlement house where he directly worked with young people struggling to find work for themselves. J. B. Davis, Anne Reed and Eli Weaver were the followers of Parsons who stressed on the need of guidance specially in schools to prepare youngsters to meet the challenges for finding vocations.

At first the emphasis was on the vocational guidance and training and gradually it widens to recognize the importance of educational guidance as well.

### 4.1. Concept of Guidance

In psychology, Guidance refers as the personal advice or service rendered by a psychologist to another person. According to Jones, 'Guidance involves personal help given by someone, it is designed to assist a person in deciding where he wants to go, what he wants to do, or how he can best accomplish his purpose; it assists him in solving problems that arise in his life. It does not solve problems for the individual but helps him to solve them. The focus of guidance is the individual, not the problem; its purpose is to promote the growth of the individual in self-

direction.”

Dunsmoor and Miller conceive of guidance as a 'means of helping individuals to understand and use wisely the educational, vocational and personal opportunities they have or can develop and as a form of systematic assistance whereby students are aided in achieving satisfactory adjustment to school and to life.’

#### 4.1.1. Characteristics and Nature of Guidance:

- i) Guidance is promotion of the growth of the individual in self-direction.
- ii) Guidance is the process of helping the individual in affecting changes in him.
- iii) Guidance is helping the individual himself through his own efforts.
- iv) Guidance is assisting an individual to find his own position.
- v) Guidance is helping the individual to establish harmonious relationship.
- vi) Guidance is assisting the individual to adjust himself.
- vii) Guidance is helping the individual to make appropriate educational, vocational and personal choices.
- viii) Guidance programme is organized.
- ix) Guidance consists of specialized services.
- x) Guidance helps an individual to identify and develop his potentialities and talents.

#### 4.1.2. Organization of Guidance Services at different levels of Education

At present, there is an urgent need of organizing guidance services at different levels of education. Hence, guidance should be a part of every educational activity of something which may be separated from the general life of the school, which must be an organized service of the school. It has to be adopted as a school policy. It should be recognized as an integrating and unifying force in the school.

## 5. VOCATIONAL GUIDANCE

Every vocation requires certain educational and professional qualifications and preparation and only those having them can succeed in it. Hence, the need for guidance in a right vocation is consistent with the assets and limitations of the individual. Students have to be helped in the selection of an occupation, preparation for it through the relevant courses and programmes, enter upon and progress in it. They have to be assisted in making decisions and choices involved in planning a future and building a career.

Vocational guidance may be defined as a process which is intended to help people to cope with problems relating to occupational choices, plans and adjustments. According to the principles adopted by the National Vocational Guidance Association, “vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career-decisions and choices, necessary in effecting satisfactory vocational adjustment.”

### 5.1. Purpose of Vocational Guidance

- i) Enabling the individual to discover information about himself/ herself, their abilities, interest, needs, ambitions, limitations and their causes.
- ii) Providing with information about their environment, the advantages and disadvantages of different occupations and educational courses, the qualifications necessary for entry into them and the range of opportunities available.
- iii) Providing with a platform where students can judge and remain alert in future decision making points.
- iv) Providing counselling in order to promote self-understanding and to develop educational and occupational plans.
- v) Providing a placement service to help the students to implement those plans.
- vi) Providing a follow-up service to help the students, if necessary, when faced with future decision making situations.

At present, we see heavy pressure on the employment exchanges in the State and equally for heavy rush for acquisition of higher education because we do not have a clear policy on vocational educational programme. Due to tremendous rush for enrolment in the schools, we are bound to face the problem of an employment and increase in number of job seekers. If one compares school system to an industrial system then we find that very meager efforts are being made by our institutions preparing high school students to provide vocational guidance for placement.

Every industry spends at least 10 % to 15 % of its expenditure on marketing and sale promotions whereas very negligible amount of our total education budget is being spent on vocational guidance programme. Mudaliar Commission'1956 and Kothari Commission'1966 have been empathetic on development of 'vocational guidance and counseling services' in the schools and have made very useful recommendations in this direction. But unfortunately, the present picture of vocational guidance services/ programmes could not be implemented satisfactorily in the schools.

## 6. CONCLUSION

Various studies have already been made abroad as well as in India in the area of Vocational Interests, Vocational Aspirations and Vocational Guidance. Since, the 'World of Work' is growing more and more complex day by day, therefore it is not possible either for parent or for the pupils to be fully acquainted with it without some systematic help from an outside agency if pupil is to plan his future cautiously and intelligently. In present days, we see that employment problem is so serious in every part of the world. The jobs which are reserved for different categories are also not available for those specific groups of people. On the other hand, there are many which have become too over crowded due to some lacuna in selection procedures and lack of effective policies for recruitment. To some extent, these problems happen due to lack of Vocational Guidance and Counseling programmes in the schools (both pre-vocational and vocational Guidance).

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